



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Exemplar for Internal Achievement Standard

Social Studies Level 1

This exemplar supports assessment against:

Achievement Standard 92051

Describe a social action undertaken to support or challenge a system

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to describe a social action undertaken to support or challenge a system.

This involves describing the social action, its aim in relation to a selected social issue, and how it supported or challenged a system. Relevant evidence must be included in the description.

These exemplars are based on student evidence from 2024 external assessment and will be updated as internally assessed evidence becomes available from 2025 moderation.

The student has chosen the social issue of endometriosis being under-supported and underfunded. They have identified a system to address this issue by supporting the charity Endometriosis New Zealand and challenging the healthcare system. The relationship between the system(s), social issue, and the social action has been described. Relevant evidence has been used, such as statistics and quotes from the charity's website. At times, further use of evidence would have been beneficial.

The student describes their social action in terms of how it supports and/or challenges the system. The selected social action includes several activities: emailing the charity, raising awareness through Instagram, organising a bake sale, and contacting Health New Zealand. These activities reflect an appropriate understanding at level 6 of the curriculum of how to support and/or challenge a system. The student has included evidence of their participation in the social action through photographs and screenshots.

The student connects each action to how it supports and/or challenges the system. For example, they have identified that to support Endometriosis New Zealand they need to raise money. Towards the end of the exemplar, they briefly connect the amount of money raised to its likely impact on the system. Additionally, the student connects their email to Health New Zealand with an effort to put pressure on the system, further demonstrating their understanding of how social action can be effective.

To achieve Merit, the student should explain the impact of their social action. This involves unpacking how and/or why their selected action will have the desired effect on the system. For example, the student could demonstrate a greater understanding of how far \$175.00 will go in relation to Endometriosis New Zealand's work or explain why public contact with a government agency can be beneficial in making changes in the New Zealand democratic system. Further use of specific evidence demonstrating the impact on the system would also be required.

Part 1: The Issue and the System

The Issue:

Endometriosis in New Zealand suffers from a lack of funding, acknowledgement and research and our group wanted to see what we could do to change that. Endometriosis is a disease that occurs in the uterine lining and affects 1/10 New Zealand women, and a diagnosis can take up to ten years. It can cause extreme pain, period cramps and cause infertility. Many women are forced to turn to privately funding their own treatment as the New Zealand healthcare system has huge delays due to lack of funding and women are frequently denied appointments. Many people think it is getting less funding because it is a condition that mainly affects females.

The System:

Our goal is to make a difference for women and those assigned female at birth who live with endometriosis. Endometriosis New Zealand state that they “Represent the tens of thousands of girls, women, and those assigned female at birth, who live with endometriosis in New Zealand, and we work with those who treat the condition and researchers to find solutions. We provide unique and professional services and programs to reach individuals, communities, workplaces, and all stakeholders involved in improving health outcomes for those with endometriosis and persistent pelvic pain”. Endometriosis New Zealand does not receive any government funding. Therefore, by supporting them we are supporting the wider charitable system in New Zealand. By helping to raise funds for Endometriosis New Zealand we are allowing them to continue to do their work to support sufferers from the disease, and without them there would be no help.”

Additionally, we also wanted to challenge the New Zealand Health Care system. This is overseen by Ministry of Health, the lead advisor on health priorities and policy. The Ministry of Health regulates and monitors the health system to deliver better health outcomes for all New Zealanders and they make the decisions about how government money is spent and what to fund.

Our Action and Impact on the System.

This is first action we took for support of Endometriosis was to create an Instagram Account. *[Here the student inserted screenshots from the Instagram page and annotated it with details about how it was used].*

We selected this action because to have an impact we needed to raise money. To do this, we needed people to be aware of the upcoming bake sale/sausage sizzle. And they also needed to care about the cause so they will be willing to donate. So included information about how it affected women. We also turned these into posters that we put around the school, which also included the username for the Instagram account.

The next step we took was to write an email to Endometriosis New Zealand and provide them with a bit of information about what it is that we are doing. We told them that we were going to be raising money for them, and we asked for any ideas we could use to help them out in a more useful way. They responded with thanks and gave us more ways to provide people with information on endometriosis. They offered to give us some links for people to use as an awareness website. *[Here, the student inserted photographic evidence of the email thread]*

The sale went well as we ended up raising around \$175. This was good considering our sausage sizzles and cupcakes were priced at only \$2. The bake sale went well except we were rushing a little bit trying to get everyone's orders up and we ran out of sausages which is something we could have prevented but it was a lot of money to buy them which is what we didn't have at the time. *[Here, the student inserted a photograph of them participating in the sausage sizzle]*

Another action we took was to email the Ministry of Health to see what could be done about endometriosis. We took this action to see why the Ministry of Health does not fund endometriosis properly or barely talks about endometriosis when it affects 120,000 women in New Zealand, and they are the ones who have the power to change it. Their reply was a bit blaze. They stated that they were aware of this situation, and they say "it can be very difficult" to manage and live with (Here, the student inserted a screenshot of the email thread). By raising their awareness to the issue, we are hopefully making sure they consider the issue more carefully in future when they decide how to spend their budget. *[Here, the student inserted the email thread]*

Overall, I think we supported the system by raising money. However, we probably only had a small impact as we couldn't raise as much money as we hoped for because our prices were so low and we had low product to sell on the day, which is because the prices of the foods were quite expensive, and we were using our own money to buy it. If we had a longer and more thought-out plan, I think we would have been able to reach our goal of at least \$400 to give to endometriosis but since we were too focused on getting the posters and everything else sorted it was a bit rushed.

Suitability:

The suitability could've been better, because there was more, we could have done. Our social action contributed a little bit to a social issue because we've raised a small amount of money to donate to the organization and we spread enough awareness out to grab people's attention throughout school.

Grade: Merit

For Merit, the student needs to explain a social action undertaken to support or challenge a system

This involves explaining the impacts of the social action in supporting or challenging the system and using evidence to support the explanation.

These exemplars are based on student evidence from 2024 external assessment and will be updated as internally assessed evidence becomes available from 2025 moderation.

The student has identified the social issue being the subject choices offered at an all-girls school, and has selected an appropriate system to challenge (i.e. their school system). The relationship between the social issue and the system correlates with the selected actions. As appropriate at curriculum level 6, the student has demonstrated an understanding of effective social action by undertaking appropriate prior research to ensure the social action would have the potential to be effective.

The student has moved beyond describing how their social action challenges the system (as required for Achieved), to explaining the impacts by how and/or why what they have done is going to impact the system. Instances of this include articulating why the collection of data is beneficial to their overall aims and considering why they feel the Board of Trustees are the most appropriate group to directly contact if they wish to bring about change. At times, further use of evidence to have supported this aspect of the explanation would have been beneficial.

While there is an attempt to evaluate the suitability of the action, the discussion in this section is mainly around the social issue itself, and the aims of the social action. For Excellence, the student could have more specifically considered the actions that they took in relation to their effectiveness on the system. This may have involved considering if the Board of Trustees were the best group in the school to lobby, the appropriateness of students making direct requests for curriculum change, and/or whether or not further actions may have complimented their goals and why this would be.

The Issue:

Being at an all-girls' school, many of subjects that are currently offered as part of our curriculum are considered traditionally 'feminine' subject. These include the likes of 'fashion technology' and 'food and nutrition'. A few subjects that are available at the local boys' school are not offered as part of our curriculum, these include the materials technologies, like wood and metal, or agriculture. The issue we want to address is to improve our school's curriculum so that traditionally 'masculine' subjects are also offered.

By not offering these subjects as part of our school curriculum, it reinforces stereotypes about the types of careers that young girls and women are interested in and likely to enter. Women are already under-represented in lots of career areas, like engineering, building and farming. Of all the trades, there are only 3% women. And techwomen.co.nz found that "less than 1 in 20 girls considers a high-paid career in science, technology, engineering or maths, compared to 1 in 5 boys". By not even offering it as a possible option at all girl's schools, it will make the problem worse as they won't have the knowledge or interest they need, to get into the subject after school.

The system:

The system that we want to challenge is our school system. We have selected the school system, as they are the people who are in charge of deciding what subjects we are offered. Each high school in New Zealand can decide what subjects it offers (if it fits the New Zealand curriculum). Community Law states that according to the Education Act "schools have a lot of flexibility to decide how to shape their own curriculum to fit the needs of their community. They should design the curriculum in partnership with their local community".

The people at our schools who make the decisions around the subjects are the school leadership (the principal and the deputy principal). The Board of Trustees also gets a final say as they must sign off all the big decisions that the school makes. To challenge the system, we need to make it clear to the school leadership and the board of trustees that the subjects they offer at our school, do not fit the needs of the girls and that they may be doing more harm and limiting opportunities. To convince them we will also need to show the community agree.

Actions and Impact:

So that we could effectively challenge the school system, we knew that we needed to get some good data to present that supported our case that students would be interested in taking these subjects if they were offered. To do this, we made a poster that had a QR code on it so that students could scan the code, and it would connect them to our survey. We also posted this on social media to help extend the reach and get more data. In the end we have over 100 students from different year levels do our survey. The results from the survey confirmed that many students would like to have these more 'male' types of subjects available at school.

[Here the student inserted evidence of the poster, the survey they made and graphs of the data which they had annotated].

By having this data, it put us in a stronger position to challenge the school about their subject choices. Over 50% of girls who responded to the survey said they would be interested in wood technology or engineering, and over 30% said they were interested in horticulture and electronics. Across the 100 submissions, they also came from across Yr 9 – 13, which helps to show that it is felt widely across the school. The impact of having these stats will be that it proves our challenge to the school system is valid as the statistics support the change we are advocating for. These statistics demonstrates to the school leadership that many students agree with us and that they should consider making changes, as what they currently offer doesn't reflect what many students would like. Importantly, it also makes them aware of an issue they may not have even known existed.

The next action we then took was write a letter to the Board of Trustee's asking them to consider adding these traditionally more 'male' subjects to our subject choices. In this we included the data we collected so that they would be more convinced. *[Here the student inserted a copy of the letter that was sent to the Board of Trustees]*

According to the Ministry of Education website, the Board of Trustees is "group of people that make the big decisions and set the overall direction of the school" and that they have responsibility for "policies and procedures, planning for the future, employing all school staff, complying with the law and managing budgets". By making them aware of the issue and providing data, the impact of challenging them to think more carefully about how the curriculum supports their students want and what is best for their future. We eventually received a response back from the Board of Trustees *[the student inserted a copy of the response below]*. They thanked us for the letter and that they have passed this onto the curriculum committee within the school. This shows that we have had some impact on the school system, as they considered our points and the teachers in charge of deciding subjects will continue to consider this. A long-term impact of this has been that it has shown the Board of Trustees and school leadership that it is important that they "partner with the community" as expected because otherwise, they may remain unaware that the subjects on offer are not meeting our needs and reflect old stereotypes. It has also shown that as students we are able to work positively with the adults in school leadership towards trying to implement change that benefits all girls, and this may also have a knock-on effect and bring about further change (like uniforms or better mental health support).

Suitability:

This social action was suitable in challenging the system at our school because the main reason behind trying to get these types of subjects to our school was so that girls had the chance to, if they choose, take these courses as jobs so when they leave school it would give them an advantage as they have learnt some of the skills they would need to know to do that kind of job.

Along with that if we could have access to these kinds of subjects early on like year 9 and year 10 instead of having to wait till you are a year 11 for Trades Academy to have a chance to get into that type of course it would improve the students chances of getting that type of job if it's the career they choose to go for when they leave school. It would be good for them to have these kinds of opportunities as if they have a good amount of experience in what they want to do as a career they will be more prepared for the career they choose to do which would lead to them succeeding in that career.

Grade: Excellence

For Excellence, the student needs to evaluate a social action undertaken to support or challenge a system

This involves evaluating the suitability of the social action in supporting or challenging the system and using evidence to develop the explanation.

These exemplars are based on student evidence from 2024 external assessment and will be updated as internally assessed evidence becomes available from 2025 moderation.

This student has clearly identified the social issue of child poverty and described the relevant system they wish to support to help address the issue – KidsCan. The connection between the social issue and supporting the selected system has been well articulated and explained using evidence.

The student has demonstrated a strong understanding of how their social action will have an impact on the system. This includes explaining the importance of raising awareness within their fundraising efforts and what the best ways are to go about doing this. They continue to develop their explanation of impacts by specifically considering how the amount they have raised will impact the charity, using evidence from KidsCan themselves to further develop the explanation.

The Excellence is secured in the suitability section. When evaluating suitability, the student has focused the discussion specifically on the action in relation to the issue and the system. Several different aspects have been considered as part of the evaluation, supported by evidence. This includes assessing the appropriateness of conducting a fundraiser, the suitability of selecting KidsCan as a charity, the feasibility of a bake sale given the students' context, and finally, the scale of the change they were able to achieve. Next steps are also discussed and broadly justified.

Issue:

The social issue we want to address is child poverty in New Zealand. We chose this issue because of how prominent it is in New Zealand with 14% of children living in poverty. This is one of the highest rates in the Western World. Child poverty is also more likely to be experienced by Māori and Pasifika children.

System:

The system we are going to support to address the issue of child poverty is to work with the charity KidsCan. While the government is doing some things towards trying to address the experience of children who live in low-income households, such as like 1500 new homes that are warm and dry, healthy school lunch programme and free period products there are still lots of children who go without the basics, such as shoes, raincoats and enough food. Often this means that they do not come to school, and do not get an education and end up in the ongoing cycle of poverty. To help fill the gap of what the government can't support, charities must also help. One organisation that does this is KidsCan. Their website says that they provide essential services to 889 schools, 204 ECE and support over 60,000 kids. Last year they sent out 67,000 rain jackets and 57,000 pairs of gumboots and shoes. Sometimes KidsCan do receive government funding to do their work, but most of the time they are reliant on the donations of individuals and companies to help these children in poverty.

Action and Impact:

The first step was to contact KidsCan to find out more around what type of support they may provide for those who want to fundraise for them. They were able to send us some key resources to use as part of our fundraising efforts. After this, the next action we took was to make posters to advertise the bake sale and to educate people around the work that KidsCan do. We distributed them the school in various places. *[Here the student inserted pictures of their posters, these supported the points made in the paragraph below].*

Raising awareness through posters is an important part of supporting KidsCan. For people to feel motivated to come to our bake sale and spend their money with us, they need to feel that they care about the social issue of child poverty. There are a few ways we tried to do this. Firstly, by including key statistics about KidsCan and what they do, so that people feel that the money they donate will be well used. We also included some personal stories from the KidsCan website, which helps to create 'emotional appeal' and connect with people about the impact that poverty can have on children, how hard their lives are and the difference KidsCan has made to them. This will make people feel that they should try and make these better for these children, and that KidsCan is a worthwhile organisation to support as they have already made a difference for lots of young people. While it is hard to judge how effective these are in terms of making people come to our bake sale, it would be highly likely that if we didn't promote our cause then we wouldn't get anyone coming to our fundraiser. It may also have the benefit of making people think further about how they could contribute to KidsCan beyond just attending our bake sale, extending the impact of our social action.

Finally, we held our bake sale. *[Here the student inserted evidence of the bake sale, such as pictures, their pricing sheet and further evidence of their organisation].* In total we raised

\$220.00 for KidsCan. The direct impact of this is that this money is all being sent directly to the charity. They are then able to use it as part of their wider programme to help continue the work in providing jackets and shoes to school children. In August this year, the KidsCan website said they had a record number of schools and early childhood centres asking for their help and that their waiting list was the longest it had been in 19 years, so although this is a small amount of money – they say on their website that “little things can have a significant impact”.

Suitability:

Firstly, our overall social action of working to fundraise for KidsCan was suitable when trying to make an impact on child poverty and the humanitarian system. Although on their website they say 80c to every dollar is spent on children directly, by giving them the money – rather than trying to spend it ourselves is probably going to have a bigger impact because they already have connections with the schools and families who need the money most, know what they need and have probably negotiated good prices for things like jackets and shoes. KidsCan are also a very reputable charity, who are widely respected therefore selecting them as our charity to help address the issue of child poverty was appropriate. As people already trust KidsCan as a charity, it may mean they were more likely to support our bake sale.

The bake sale was also suitable form of action to take. A bake sale was an easy way for school students to raise money with the resources we had available to us, and raising funds is the main way we could impact the system. \$220 is a pretty good amount and will be able to help purchase some key items for children in poverty. However, there were some limitations. Most high school students carry debit cards instead of cash which means a lot of people who may have been involved in our fundraiser, couldn't. A second way we could have improved the suitability by increasing profit would have been to more carefully consider the price range. We sold most of our items for \$1.00 to \$2.00 reduced what we could make. Having some fancier baking items available for \$5.00 could have increased the amount we were able to make. Therefore, we might have been able to more carefully think about different forms of fundraising where we could make more money but still have been manageable for a small group of students with limited time, like doing a quiz night. In relation to raising awareness for the cause, the posters were somewhat suitable, but probably didn't have a huge impact. Although they contained lots of valuable information, we were reliant on students stopping and taking the time to read what we had written, if we were really going to achieve our goal and we couldn't guarantee this.

While making some of the changes I suggested would increase the amount we raised, allowing KidsCan to buy more items, a single bake sale is probably not going to ever raise enough money that it would have a long-lasting impact on the system and lead to significant changes in supporting children affected by poverty.